

ELA – Grade 3 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.3.3 WIDA ELDS: 2 Reading Speaking	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		<u>Describe and explain</u> the characters and the connection between the character traits, motivations, and feelings to the sequence of events in a story <i>using a graphic organizer</i>		VU: Fiction, non-fiction; characters, trait, specific to text; content-based, grade-level vocabulary.
					LFC: Nouns; pronouns; adjectives; verbs: future tense; conditional mode
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe characters and identify the connection between the character's actions and the sequence of events in L1 and/or using gestures, Pictures and selected, illustrated single words.	Describe characters and explain the connection between the character's actions and the sequence of events in L1 and/or use adjective/noun phrases to match to Pictures.	Describe characters and explain the connection between the character's actions and the sequence of events using key vocabulary in a series of simple sentences.	Describe characters and explain the connection between the character's actions and the sequence of events using key vocabulary in expanded and some complex sentences.	Describe characters and explain the connection between the character's actions and the sequence of events using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Small group Word/Picture Wall L1 text and/or support Pictures	Graphic organizer Small group Word/Picture Wall L1 text and/or support Sentence frames	Graphic organizer Small group Word Wall	Graphic organizer Small group	Graphic organizer

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.3.6; RI.3.6 WIDA ELDS: 2 Reading Speaking	Distinguish reader's point of view from that of author, narrator or characters.		Discuss the distinctions between reader's point of view and the narrator or characters' point of view <i>using a</i> Template <i>and</i> Think -alouds.		VU: Point of view, narrator, character
					LFC: Comparative adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view in L1 and/or state the distinctions from a leveled text using Pictures , gestures and selected, illustrated single words in key phrases.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view in L1 and/or state the distinctions from a leveled text using selected vocabulary in key phrases.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view using key vocabulary in a series of simple, related sentences.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view using key vocabulary in expanded sentences with emerging complexity.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view using precise vocabulary in multiple, complex sentences.
Learning Supports	Think -aloud Word/Picture Wall Partner L1 text and/or support Gestures Pictures	Think -aloud Word/Picture Wall Partner L1 text and/or support Sentence frames	Think -aloud Word Wall Partner	Think -aloud	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		<u>Compare and contrast</u> the themes, settings, and plots of stories by the same author and about the same or similar characters <i>using</i> Venn Diagram.		VU: Compare, contrast, theme, setting, plot
					LFC: Comparative adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the themes, settings, and plots of stories by the same author in L1 and/or using Pictures, gestures and selected single words in key phrases.	Compare and contrast the themes, settings, and plots of stories by the same author in L1 and/or using selected vocabulary in key phrases and short sentences.	Compare and contrast the themes, settings, and plots of stories by the same author using key vocabulary in a series of simple, related sentences.	Compare and contrast the themes, settings, and plots of stories by the same author using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast the themes, settings, and plots of stories by the same author using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Partner work L1 text and/or support Pictures Word/Picture Wall	Venn Diagram Partner work L1 text and/or support Sentence frames Word/Picture Wall	Venn Diagram Partner work Word Wall	Venn Diagram	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RI.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the most important points and key details presented in two texts on the same topic.		<u>Compare and contrast</u> the important points and key details in two texts on the same topic using Venn Diagram.		VU: Compare, contrast, theme, setting, plot
					LFC: Comparative adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or using gestures, Pictures and selected single words in key phrases.	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or using selected vocabulary in key phrases and short sentences.	Compare and contrast the important points and key details in two texts on the same topic using key vocabulary in a series of simple, related sentences.	Compare and contrast the important points and key details in two texts on the same topic using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast the important points and key details in two texts on the same topic using precise vocabulary in multiple, complex, detailed sentences.
Learning Supports	Venn Diagram Partner work L1 text and/or support Pictures Word/Picture Wall	Venn Diagram Partner work L1 text and/or support Sentence frames Word/Picture Wall	Venn Diagram Partner work Word Wall	Venn Diagram	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RF.3.3.d WIDA ELDS: 2 Reading Speaking	Read grade appropriate irregularly spelled words with accuracy and expression.		<u>Read grade level irregularly spelled words</u> with accuracy and expression using a Word Wall <i>and flashcards</i>		VU: Irregular, content-based, grade-level vocabulary
					LFC: Simple sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read irregularly-spelled, high frequency words.	Read irregularly spelled, selected grade-level words in phrases with fluency and accuracy.	Read irregularly-spelled, key, grade-level words with fluency and accuracy.	Read irregularly-spelled words with fluency and accuracy in texts within the grade 2-3 complexity level.	Read grade-level, irregularly-spelled words with fluency and accuracy.
Learning Supports	Pictures/Photographs Word/Picture Wall L1 support Flashcards	Pictures/Photographs Word/Picture Wall L1 support Flashcards	Word Wall Flashcards	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: W.3.1 WIDA ELDS: 2 Writing	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.		<u>Produce an organized</u> persuasive essay <i>using an outline and Shared Writing activity.</i>		VU: Opinion; evidence
					LFC: Complex sentences with transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce an organized persuasive essay that states an opinion and provides supporting reasons in L1 and/or by drawing and writing corresponding single words in cloze sentences and/or choosing opinions and matching reasons.	Produce an organized persuasive essay that states an opinion and provides supporting reasons in L1 and/or complete a paragraph using selected vocabulary in key phrases and short sentences.	Produce a persuasive essay that states an opinion and provides supporting reasons using key vocabulary in a series of simple, related sentences.	Produce an organized persuasive essay that states an opinion and provides supporting reasons using key vocabulary in expanded sentences with emerging complexity.	Produce an organized persuasive essay that states an opinion and provides supporting reasons using precise vocabulary in multiple, complex sentences.
Learning Supports	Outlines Shared Writing Word/Picture Wall L1 support Pictures/Photographs Word Strips	Outlines Shared Writing Word/Picture Wall L1 support Sentence Frames Pictures/Photographs	Outlines Shared Writing Word Wall	Outlines Shared Writing	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.		<u>Produce</u> a narrative with a narrator and/or characters <i>using a graphic organizer and Shared Writing activity.</i>		VU: First, second, finally, then
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a narrative with a narrator and/or characters in L1 and/or use illustrations with corresponding selected single words.	Produce a narrative with a narrator and/or characters in L1 and/or complete parts of a narrative with selected vocabulary in key phrases and using drawings.	Produce a narrative with a narrator and/or characters using key vocabulary in a series of simple, related sentences.	Produce an organized narrative with a narrator and/or characters using key vocabulary in expanded sentences with emerging complexity.	Produce a clear and coherent narrative with a narrator and/or characters using precise vocabulary in multiple, complex sentences.
Learning Supports	Shared Writing Graphic Organizer Word/Picture Wall L1 support Illustrations/Drawings	Shared Writing Graphic Organizer Word/Picture Wall L1 support Sentence Frames	Shared Writing Graphic Organizer Word Wall	Shared Writing Graphic Organizer	Shared Writing

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.		Produce a narrative with an organized sequence of events using a graphic organizer.		VU: Narrator, characters
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding selected vocabulary.	Produce a narrative with an organized sequence of events in L1 and/or use drawings and complete parts of a narrative with selected vocabulary in key phrases and short sentences.	Produce a narrative with an organized sequence of events using key vocabulary in a series of simple, related sentences.	Produce an organized narrative with a sequence of events using key vocabulary in expanded sentences with emerging complexity.	Produce a clear and coherent narrative with an organized sequence of events using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizer Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizer Word/Picture Wall L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: W.3.3.b WIDA ELDS: 2 Writing Speaking	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.		<u>Describe actions, thoughts, and feelings</u> and use dialogue to show character responses in a narrative essay <i>using a graphic organizer and character web</i> .		VU: Dialogue, characters, quotations.
					LFC: Using quotation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw Pictures with corresponding selected vocabulary in speech bubbles and/or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use cartoons with captions and/or selected vocabulary in key phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using key vocabulary in a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using key vocabulary in expanded and some complex sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using precise vocabulary in multiple, complex sentences.
Learning Supports	Character web Graphic Organizer L1 support Pictures/Photographs Manipulatives	Character web Graphic Organizer Sentence Frames L1 support Pictures	Character web Graphic Organizer	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: W.3.3.c WIDA ELDS: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.		<u>Write a narrative story</u> using temporal words and phrases following a <i>model</i> Shared Writing <i>activity</i> .		VU: Temporal words, narrator
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative story using temporal words and phrases in L1 and/or choose illustrations and corresponding key temporal words and phrases.	Write a narrative story using temporal words and phrases in L1 and/or complete a narrative story using selected temporal words and phrases with illustrations.	Write a narrative story using temporal words and phrases using key vocabulary in a series of simple, related sentences.	Write a narrative story using temporal words and phrases using key vocabulary in expanded sentences with emerging complexity.	Write a narrative story using temporal words and phrases using precise vocabulary in multiple, complex sentences.
Learning Supports	Shared Writing Word/Picture Wall Illustrations/Drawings L1 support	Shared Writing Word/Picture Wall Visuals L1 support Sentence Frames	Shared Writing Word Wall	Shared Writing	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: W.3.3.d WIDA ELDS: 2 Writing	Provide a sense of closure to a written narrative based on real or imagined experiences or events.		<u>Write a closing for a narrative</u> based on real or imaginary experiences or events using a <i>shared model, and phrase bank</i> .		VU: Closing, ending
					LFC: Temporal words; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, illustrations and selected vocabulary.	Write a closing for a narrative in L1 and/or complete a closing for a narrative using selected vocabulary in key phrases and short sentences.	Write a closing for a narrative using a series of related sentences with key content-based vocabulary.	Write a closing for a narrative with complete sentences and some content-based grade level vocabulary.	Write a closing for a narrative in detailed sentences of varying lengths with content-based grade level vocabulary.
Learning Supports	Shared Writing Word/picture Bank Phrase bank L1 support Pictures/Photographs	Shared Writing Word/picture Bank Phrase bank L1 support Sentence Frames	Shared Writing Word Wall Phrase bank	Shared Writing	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.		<u>Write</u> to demonstrate development and organization appropriate to task and purpose <i>using a graphic organizer</i> .		VU: Narrative, task, purpose
					LFC: Complex sentences; increasing specificity of sentence structure.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or use pictures and drawings with corresponding selected vocabulary.	Write a narrative essay demonstrating development and organization in L1 and/or use selected vocabulary in key phrases and short sentences with illustrations.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in a series of simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in expanded sentences with emerging complexity.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizer Shared Writing Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizer Shared Writing Word/Picture Wall L1 support Sentence Frames	Graphic Organizer Shared Writing Word Wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.3.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		Develop and strengthen writing by applying the steps of the writing process (planning, revising, and editing) using a <i>graphic organizer</i> or Template .		VU: Plan, prewrite, revise, edit, draft, rewrite.
					LFC: Sentence structure, verb forms, subject-verb agreement, correlative conjunctions.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use pictures and drawings with captions using selected vocabulary.	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use selected vocabulary in key phrases and short sentences with illustrations.	Develop and strengthen writing by applying the steps of the writing process using key vocabulary in a series of simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process using key vocabulary in expanded and some complex sentences.	Develop and strengthen writing by applying the steps of the writing process using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizer Template Word/Picture Wall Pictures/Photographs Drawings L1 support	Graphic Organizer Template Word/Picture Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Template Word Wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.3.10 WIDA ELDS: 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.		Write over extended time frames about a variety of topics using Word Walls <i>and</i> graphic organizers.		VU: Portfolio
					LFC: Variety of sentence structures specific to task.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write over extended time frames about a variety of topics in L1 and/or use drawings and selected vocabulary in key phrases.	Write over extended time frames about a variety of topics in L1 and/or use selected vocabulary in key phrases and short sentences with illustrations.	Write over extended time frames about a variety of topics using key vocabulary in a series of simple, related sentences.	Write over extended time frames about a variety of topics using key vocabulary in expanded and some complex sentences.	Write over extended time frames about a variety of topics using precise vocabulary in multiple, complex sentences.
Learning Supports	Portfolio Graphic organizer Word/Picture Wall L1 text and/or support Pictures Drawings	Portfolio Graphic organizer Word/Picture Wall L1 text and/or support Sentence frames	Portfolio Graphic organizer Word Wall	Portfolio Graphic organizer	Portfolio

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.3.10 WIDA ELDS: 2 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<u>Write</u> over shorter time frames about a variety of topics using a Word Wall <i>and</i> Template.		VU: Journal
					LFC: Increasingly complex sentences with increasingly specific writing tasks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write over shorter time frame about a variety of topics in L1 and/or drawings with selected vocabulary in key phrases.	Write over shorter time frame about a variety of topics in L1 and/or use selected vocabulary in key phrases and short sentences.	Write over shorter time frame about a variety of topics using key vocabulary in a series of simple, related sentences.	Write over shorter time frame about a variety of topics using key vocabulary in expanded and some complex sentences.	Write over shorter time frame about a variety of topics by using precise vocabulary in multiple, complex sentences.
Learning Supports	Journal Template Word/Picture Wall L1 text and/or support Pictures Drawings	Journal Template Word/Picture Wall L1 text and/or support Sentence frames Pictures	Journal Template Word Wall	Journal	Journal

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SLO: 16 CCSS: SL.3.6 WIDA ELDS: 1-5 Speaking Listening	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		<u>Provide details or clarification</u> in complete sentences appropriate to task and situation orally using <i>notes</i> .		VU: Detail, clarification
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Provide details or clarification in complete sentences appropriate to task and situation orally using L1 and/or use gestures, pictures and selected vocabulary.	Provide details or clarification in complete sentences appropriate to task and situation orally using L1 and/or use selected vocabulary in key phrases and short sentences.	Provide details or clarification in complete sentences appropriate to task and situation orally using key vocabulary in a series of simple, related sentences.	Provide details or clarification in complete sentences appropriate to task and situation orally using key vocabulary in expanded and some complex sentences.	Provide details or clarification in complete sentences appropriate to task and situation orally using precise vocabulary in multiple, complex sentences.
Learning Supports	Notes Partner work L1 text and/or support Pictures	Notes Partner work L1 text and/or support Sentence frames	Notes Partner work	Notes Partner work	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 3 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: L.3.1.h WIDA ELDS: 2 Speaking Writing	Use coordinating and subordinating conjunctions when writing or speaking.		<u>Use</u> coordinating and subordinating conjunctions <i>using sentence frames</i> .		VU: Verb tense, conjunction
					LFC: Sentences with simple verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use selected coordinating and subordinating conjunctions and match with corresponding pictures and drawings.	Use selected coordinating and subordinating conjunctions in key phrases and short sentences with illustrations.	Use coordinating and subordinating conjunctions in a series of simple, related sentences.	Use coordinating and subordinating conjunctions in expanded sentences with emerging complexity.	Use coordinating and subordinating conjunctions in multiple and complex sentences.
Learning Supports	L1 text and/or support Pictures Sentence Frames	L1 text and/or support Pictures Sentence frames	Pictures Sentence frames		

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 3 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: L.3.1.i WIDA ELDS: 1-5 Speaking Writing	Produce simple, compound, and complex sentences when writing or speaking.		Produce simple, compound, and complex sentences using <i>sentence frames and model sentences</i> .		VU: Verb tense
					LFC: Sentences with simple verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce simple, compound, and complex sentences in L1 and/or use single words in key phrases.	Produce simple, compound, and complex sentences in L1 and/or phrases and short sentences.	Produce simple and compound sentences.	Produce simple, compound, and sentences with emerging complexity.	Produce simple, compound, and complex sentences.
Learning Supports	Model sentences L1 text and/or support Pictures Sentence Frames	Model sentences L1 text and/or support Pictures Sentence frames	Model sentences Pictures Sentence frames	Model sentences	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 3 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: L.3.6 WIDA ELDS: 1-5 Speaking Listening Reading Writing	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).		<u>Acquire and use</u> conversational, general academic, and domain-specific vocabulary <i>using</i> Word Wall, Cue Cards <i>and partner</i> .		VU: Signal and temporal words
					LFC: Sentences with simple verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and use conversational, general academic, and domain-specific vocabulary in L1 and/or conversational, selected, illustrated academic and domain-specific vocabulary.	Acquire and use conversational, general academic, and domain-specific vocabulary in L1 and/or conversational, selected academic and domain-specific vocabulary in key phrases.	Acquire and use conversational, general academic, and key domain-specific vocabulary in a series of simple, related sentences.	Acquire and use conversational, general academic, and key domain-specific vocabulary in expanded and some complex sentences	Acquire and use conversational, general academic, and domain-specific vocabulary in multiple, complex sentences
Learning Supports	L1 text and/or support Pictures Sentence frames Cue Cards Word/Picture Wall	L1 text and/or support Pictures Sentence frames Cue Cards Word/Picture Wall	Cue Cards Word Wall	Cue Cards	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.